

# CogAT<sup>®</sup>

## *Cognitive Abilities Test* <sup>™</sup>

### Report to Parents

Recently, your child's class took the *Cognitive Abilities Test* <sup>™</sup> (CogAT<sup>®</sup>). This letter reports your child's test results and can help you understand her/his scores.

#### What does *CogAT* measure?

*CogAT* measures learned reasoning and problem-solving skills in three different areas: verbal, quantitative, and nonverbal. Reasoning skills develop gradually throughout a person's lifetime, and at different rates for different individuals. *CogAT* does not measure such factors as effort, attention, motivation, and work habits, which contribute to school achievement as well.

#### Why was *CogAT* administered?

- Teachers use *CogAT* scores to help students learn more effectively. For example, if a child's score profile shows an uneven pattern of relative strengths and weaknesses, teachers can provide challenging opportunities for the child to do the kind of thinking he/she does best (building on the student's strengths). Teachers can support aspects of new tasks that rely on a student's relative weaknesses. When the child has established a foothold in an area, teachers can guide her/him to develop the relatively weaker reasoning skills by applying these skills to the familiar task (strengthening the student's weaknesses). Such interventions are much more likely to be successful at younger ages. Interventions at early ages can also help reduce the probability of a student developing learning problems later.
- Our school district will also use the *CogAT* test results to help identify academically gifted students.

#### How do the three batteries of *CogAT* differ?

- The **Verbal Battery** measures a child's ability to remember and transform sequences of English words, to understand them, and to make inferences and judgments about them.
- The **Quantitative Battery** tests the child's understanding of basic quantitative concepts and relationships that are essential for learning mathematics. Tasks measure both the understanding of relational concepts and the student's ability to discover relationships and to figure out a rule or principle that explains them.
- The **Nonverbal Battery** measures reasoning using pictures and geometric shapes. This reduces the impact of language on the student's score. The Nonverbal Battery also appraises the student's ability to use her/his cognitive resources in new situations.

#### What is the student's relative standing on each battery and the Composite?

Because *CogAT* is nationally normed, the test performance of one child can be compared with the test performances of other children throughout the nation who are the same age. \_\_\_\_\_'s national age percentile rank of \_\_\_\_ on **verbal reasoning** ability means that he/she scored higher than \_\_\_\_ percent of the students her/his age in the national norming sample. This student's age percentile rank is \_\_\_\_ for **quantitative reasoning** ability and \_\_\_\_ for **nonverbal reasoning** ability. The *CogAT* Composite score is derived from results from the Verbal, Quantitative, and Nonverbal batteries. The **Composite** national age percentile rank of \_\_\_\_ is a general statement of this student's reasoning ability.